

COURSE SYLLABUS

LITERACY SKILLS FOR EFFECTIVE COMMUNICATION IN ENGLISH

**Asignatura transversal
C.U. Cardenal Cisneros
Universidad de Alcalá**

Curso Académico 2021/22
4º Curso- 2º Cuatrimestre

COURSE SYLLABUS

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| Subject: | Literacy Skills for Effective Communication in English / Destrezas de literacidad para una comunicación efectiva en inglés |
| Code: | 100183 |
| Degree | University degree |
| Department: | Teaching Specific Sciences Department |
| Character: | Transversal |
| Credits: | 6 |
| Course and term: | 2 nd Term |
| Lecturers: | Nathan Florian |
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| Language: | English |

1. PRESENTATION

Cardenal Cisneros University College guarantees its students that if, due to sanitary control measures, competent authorities should suspend face-to-face teaching partially or totally, teaching plans will achieve their aims through an online teaching-learning methodology and an online assessment process. Face-to-face teaching will resume as soon as these restrictions are removed.

Literacy is considered as the **lifelong ability** of making and sharing meaning through oral and written texts. Having this in mind, it seems essential that university undergraduates develop literacy skills in a **text-rich environment** which works hand in hand with both **imagination and creativity**. To do so, students will be acquainted with various text types, encouraged to discuss and analyze their contents and features, and guided to produce similar ones to express their ideas and knowledge.

This subject aims to foster development in students' English literacy skills, instill a passion for reading texts of a different nature, and provide strategies and tools to improve their communication in an authentic environment.

Resumen en español

La literacidad es considerada como una habilidad de desarrollo permanente centrada en crear y compartir significado a través de textos orales y escritos. Teniendo esto en cuenta, resulta esencial que los estudiantes universitarios desarrollen sus destrezas lectoescritoras

en un ambiente donde los textos sean los protagonistas a la vez que se trabaja con la imaginación y la creatividad. Para que esto sea así, los estudiantes se familiarizarán con varios tipos de texto, promoviendo la discusión y el análisis de los contenidos y rasgos, y guiándolos a la producción de textos similares para expresar sus ideas y conocimientos.

Esta asignatura tiene como objetivo hacer que los estudiantes vayan más allá en el desarrollo de sus destrezas comunicativas y de lectoescritura en inglés, promoviendo la pasión por la lectura de textos de diferentes características, y aportando estrategias y herramientas para mejorar su comunicación en un contexto auténtico.

Requisites and Recommendations

- Have a minimum B1+ level (recommended) – Students can have access to a test level.
- Be officially enrolled in the subject.
- Have an active and participative attitude during lessons.
- Be committed to improving their level of English using all the possibilities offered both inside and outside the classroom.
- Work effectively individually and in groups.

2. COMPETENCES

Competences (as included in the official regulations as cross-curricular and CUCC competences)

1. Promote respect for fundamental rights and gender equality.
2. Promote the respect and promotion of Human Rights and the principles of universal accessibility and design for all, as established in the Law 51/2003, 2 December, towards equality of opportunities, non-discrimination and universal accessibility of people with disabilities.
3. Promote the values of a culture of peace and democratic values.

Generic Competences

1. Being able to understand and express information correctly in a foreign language, in this case, English.
2. Being capable of handling the information and knowledge related to their area of expertise. This also includes knowing how to use basic ICT tools.
3. Being able to use the acquired knowledge, skills and abilities to promote a society based on the values of freedom, justice, equality and pluralism.
4. Being able to work effectively in a group.

Specific Competences:

At the end of the process, students will be able to:

- Improve their literacy skills in English at a level beyond B1+.
- Analyze and recognize text types.
- Produce both oral and written texts of different types.
- Develop their critical thinking and promote fruitful and thoughtful discussion.
- Use the knowledge and procedures which contribute to autonomy about professional practices and lifelong training.

3. CONTENTS

- Informative/Explanatory texts
- Poetry
 - o Visual poetry, monologues & structured poetry (limericks).
- Persuasive texts
- Oral texts
 - o Dramatic monologues & poem recitations

| Modules | Credits/hours |
|----------------------------------|----------------|
| 1. Informative/Explanatory texts | 1.5 ECTS/37,5h |
| 2. Poetry | 1.5 ECTS/37,5h |
| 3. Persuasive texts | 1.5 ECTS/37,5h |
| 4. Oral texts | 1.5 ECTS/37,5h |

4. TEACHING-LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

4.1. ECTS distribution

| Total number of hours (6 ECTS): 150 | |
|--|---------------------------------|
| Number of hours of classroom attendance: 45 | 45 hours of whole-group lessons |
| Number of hours of independent learning: 105 | 105 hours |

Apart from the above detailed **45** hours of lesson attendance, the student must also complete **102** hours of independent work at home, which will include reading texts, devoting time to analyze text features, watching instructional videos, and creating written or spoken texts to be shared in class. They could also attend tutorial hours to have their doubts and questions answered by the teacher.

4.2. Methodological strategies, materials and didactic resources

The teaching-learning methodology will be based on two central tenets:

1. The literacy approach, as developed by the Lit4CLIL research group, understood as the work on texts to consider their characteristics and be able to produce this text type accordingly. This work will be conducted developing both receptive and productive skills.
2. Dialogic learning, as texts will be approached through discussion and group activities, enhancing the construction of meaning together.

Apart from this, the methodology will also consider the use of scaffolding strategies to help students complete tasks and make learning accessible to anyone.

Throughout this subject, the lecturer will act as an instructor as well as a facilitator. Students will handle a variety of materials, which will be available on our Virtual Community (<http://edu.cardenalcisneros.es>)

5. ASSESSMENT

In the following tables, you can find the **specific competences** the subject deals with, the **assessment criteria** set and the **appraisal criteria** the teacher will apply to measure these outcomes and, finally, the **assessment system**, divided into the **tools** which will be used. This table may serve as a guideline to know how the competences will be assessed.

1. Improve their literacy skills in English at a level beyond B1+.
2. Analyze and recognize text types.
3. Produce both oral and written texts of different types.
4. Develop their critical thinking and promote fruitful and thoughtful discussion.
5. Use the knowledge and procedures which contribute to autonomy about professional practices and lifelong training.

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| Specific competence | Improve their literacy skills in English at a level beyond B1+ |
| Assessment criteria | Improvement of their communicative competence in all skills |
| Appraisal criteria | Demonstration of progress in all competences |

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| Specific competence | Analyze and recognize text types |
| Assessment criteria | Production of analysis reports of text types |
| Appraisal criteria | Recognition of identifying traits and characteristics of a wide range of text types |

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| Specific competence | Produce both oral and written texts of different types. |
| Assessment criteria | Planning and producing texts according to their typical features. |
| Appraisal criteria | Use of features characterizing different text types to produce effective writing and oral texts. |
| Specific competence | Develop their critical thinking and promote fruitful and thoughtful discussion. |
| Assessment criteria | Active and thoughtful participation in discussions and group activities |
| Appraisal criteria | Use of higher order thinking skills, deep and thorough reflection in discussion activities. |

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| Specific competence | Use the knowledge and procedures which contribute to autonomy about professional practices and lifelong training. |
| Assessment criteria | Strategical behavior which leads to applying learned contents and abilities to new situations |
| Appraisal criteria | Use of appropriate strategies and techniques to comprehend, think about and produce texts |

| Appraisal criteria | Definition | % |
|---|--|----------|
| Demonstration of progress in literacy skills in English | Shows progress in their communicative skills in English at a min. level B1+. | 20 |
| Recognition of identifying traits and characteristics of a wide range of text types | Can recognize the main features in texts, identifying text types, its functions and characteristics. | 20 |
| Use of features characterizing different text types to produce effective writing and oral texts. | Can produce texts using identifying characteristics and reflecting on its use and purpose. | 20 |
| Use of higher order thinking skills, deep and thorough reflection in discussion activities and self-evaluation. | Can reflect, justify and support ideas with well-grounded evidence and tolerates different viewpoints and makes meaning with the help of others. | 20 |
| Use of appropriate strategies and techniques to comprehend, think about and produce texts. | Shows awareness of his/her learning as a whole and can link prior knowledge to new knowledge acquired. | 20 |

Report Criteria

Attendance will be observed to ensure continuous assessment. Students must attend a minimum of 80% of classes to qualify for the continuous assessment mode.

The final **assessment** will be articulated according to the current legislation established by the University of Alcalá. These regulations establish, among others, the following criteria:

1. This subject has an ordinary assessment in June, and an extraordinary assessment in July.
2. If a student cannot follow the continuous assessment proposed for the ordinary exam, he/she should ask for a final assessment exam to the lecturer in charge of the subject during the two first-term weeks. This proposal will be approved or rejected by the Head Department.
3. The extraordinary exam is set for those students who have not passed the ordinary exam, (either ordinary or final)

4. The characteristics of the continuous and final assessment are explained in this course syllabus.
5. To access more information on the assessment regulations, you should visit the UAH [link](#).

To pass the course is essential for the **student to have reached all the competences contained in this guide** through the various instruments provided for measurement. The student must **pass all of the assessment tasks** set out in this guide as a requirement to pass the subject both in the continuous or final evaluation process in the ordinary or extraordinary assessment periods.

Continuous and Final assessment – first call (ordinary and extraordinary)

All students must attend a minimum of 80% of classes and perform the reading, analysis, discussion and writing of texts for each module. Students will compile these assignments into a literacy portfolio which will be assessed periodically to obtain appropriate feedback.

Regarding the extraordinary assessment period for this subject, the lecturer will take into account those assignments marked with a passing grade in the first call, and will indicate to the students which assessment tools and competences need to be worked on and how specifically to do so.

| Appraisal criteria | Reading, discussion & analysis report | Production of texts | Self-assessment report | % |
|---|---------------------------------------|---------------------|------------------------|----|
| Demonstration of progress in literacy skills in English at a min. level B1+. | X | X | | 20 |
| Recognition of identifying traits and characteristics of a wide range of text types. | X | | | 20 |
| Use of features characterizing different text types to produce effective writing and oral texts. | | X | | 20 |
| Use of higher order thinking skills, deep and thorough reflection in discussion activities and self-evaluation. | X | | X | 20 |
| Use of appropriate strategies and techniques to comprehend, reflect on and produce texts, | X | X | X | 20 |

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| TOTAL | 40 | 40 | 20 | 100 |
|--------------|-----------|-----------|-----------|------------|

6. BIBLIOGRAPHY

Aubert, A., Flecha, A., García, C., Flecha, R., & Racionero, S. (2013). *Aprendizaje dialógico en la sociedad de la información*. Hipatia.

An excellent compilation of contributions from different disciplines (psychology, linguistics, sociology, etc.) to support the dialogic basis of the teaching-learning processes. The volume highlights the linguistic capacity of human beings and how, from this capacity, we can act upon our realities through dialogue.

Gallagher, K. (2011). *Write like this: teaching real-world writing through modeling & mentor texts*. Stenhouse Publishers.

In order to write well, we must first observe what accomplished writers do when they write. This is the approach to writing used by the author of this book. By analyzing what he terms "mentor texts", we can imitate what the best writers do so that we can improve our own writing. Using a model as the starting point is crucial because it is a clear indication of the type of work we want to produce.

Indrisano, R., & Paratore, J. (Eds) (2005). *Learning to Write, Writing to Learn: Theory and Research in Practice*. International Reading Association.

Improving the way to teach writing requires deepening one's understanding of the process of writing. Each chapter in this collection brings together the perspectives of a university researcher and a classroom teacher to show the connection between writing theory, and practice explicitly.

Meisel, M. (2007). *How plays work: reading and performance*. Oxford University Press.

A volume focused on presenting drama as a literary genre which can be further explored and enjoyed through reading. It deals with how theatrical language operates and how we can make the most of reading theatre plays.

Román Susana Nicolás, & José Torres Núñez Juan. (2015). *Drama and CLIL: a new challenge for the teaching approaches in bilingual education*. P. Lang.

A volume is compiling works on the use of drama techniques and drama-based approaches in the context of subject matter teaching through an additional language.

Rosenblatt, L. M. (1995). *Literature as Exploration* (5th ed.). Modern Language Association of America.

An essential book to discover and reflect on the role of the reader, the text and the reading process. It is based on the transactional model of reading.

Watts, E. (2006). *Storytellig*. Oxford University Press.

A volume inside the Oxford Basics for Children series which explains the nuts and bolts of storytelling in the Infant and Primary classroom.

Winch, G., Johnston, R. R., March, P., Ljungdahl, L., & Holliday, M. (2010). *Literacy: reading, writing and children's literature* (4th ed.). Oxford University Press.

A comprehensive guide to Literacy which includes a complete section on Children's Literature. Even if it is directed to native speakers, it contains valuable information to organize effective teaching-learning lessons in the ESL/EFL classroom.